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ABSTRACT

The textbook for training bilingual education teachers addresses psychological and social questions that enable teachers to define more clearly what they want to do in a classroom, and offers theoretical and practical information for a variety of social contexts. The first section addresses individualism and the social nature of bilingualism, and includes chapters on these issues: defining bilingualism; measurement of bilingualism; the role of languages in society; language revival and maintenance; ways in which children and adults become bilingual; foundations of second language learning research and theory; the relationship between bilingualism and intelligence; bilingualism and cognitive processes; cognitive theories of bilingualism and their implications for curriculum design. The second section focuses on bilingual education policies and classroom practices, including the history of bilingual education, measuring the effectiveness of bilingual education, language development and language use in bilingual education settings, related schooling issues underachievement, special education, identification and placement), formal second language learning, literacy in a multicultural society, literacy and biliteracy in the classroom, Canadian immersion education, a proposed model and framework for bilingual education programming, political issues in bilingualism, and the relationship between multiculturalism and racial tolerance. Contains a list of recommended reading and a 682-item bibliography. (MSE)

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